

## **RAVENEL ELEMENTARY**

150 Ravenel School Road  
Seneca, SC 29678

**GRADES** K-5 Elementary School

**ENROLLMENT** 507 Students

**PRINCIPAL** Rhonda Tunstall 864-885-5026

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
18	49	4	0	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Good	N/A
<b>2002</b>	Excellent	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	Yes

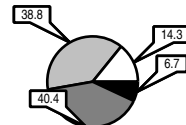
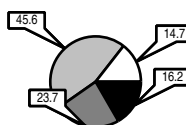
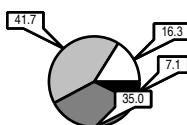
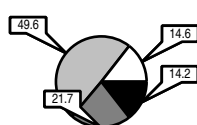
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

58.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	253	100.0	16.3	41.7	35.0	7.1	51.3	Yes	Yes
<b>Gender</b>									
Male	139	100.0	18.5	43.7	32.6	5.2	49.6		
Female	114	100.0	13.3	39.0	38.1	9.5	53.3		
<b>Racial/Ethnic Group</b>									
White	188	100.0	16.2	34.1	40.8	8.9	58.7	Yes	Yes
African-American	55	100.0	19.2	63.5	17.3	0.0	26.9	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	207	100.0	9.8	41.8	39.7	8.8	59.3		
Disabled	46	100.0	43.5	41.3	15.2	0.0	17.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	253	100.0	16.3	41.7	35.0	7.1	51.3		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	251	100.0	16.4	41.2	35.3	7.1	51.7		
<b>Socio-Economic Status</b>									
Subsidized meals	97	100.0	27.6	54.0	18.4	0.0	27.6	Yes	Yes
Full-pay meals	155	100.0	9.8	34.6	44.4	11.1	64.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	253	100.0	14.6	49.6	21.7	14.2	55.0	Yes	Yes
<b>Gender</b>									
Male	139	100.0	15.6	40.7	26.7	17.0	57.0		
Female	114	100.0	13.3	61.0	15.2	10.5	52.4		
<b>Racial/Ethnic Group</b>									
White	188	100.0	9.5	47.5	25.1	17.9	64.2	Yes	Yes
African-American	55	100.0	34.6	55.8	7.7	1.9	19.2	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	207	100.0	10.8	49.0	23.7	16.5	60.3		
Disabled	46	100.0	30.4	52.2	13.0	4.3	32.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	253	100.0	14.6	49.6	21.7	14.2	55.0		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	251	100.0	14.7	49.6	21.4	14.3	54.6		
<b>Socio-Economic Status</b>									
Subsidized meals	97	100.0	24.1	62.1	13.8	0.0	34.5	Yes	Yes
Full-pay meals	155	100.0	9.2	42.5	26.1	22.2	66.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	79	98.7	11.8	45.6	42.6	N/A	42.6
	<b>Grade 4</b>	76	100.0	20.8	45.8	31.9	1.4	33.3
	<b>Grade 5</b>	90	100.0	16.9	54.2	27.7	1.2	28.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	93	100.0	11.0	26.4	49.5	13.2	62.6
	<b>Grade 4</b>	83	100.0	18.5	48.1	32.1	1.2	33.3
	<b>Grade 5</b>	77	100.0	21.1	53.9	18.4	6.6	25.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	79	100.0	13.0	50.7	30.4	5.8	36.2
	<b>Grade 4</b>	76	100.0	11.1	40.3	26.4	22.2	48.6
	<b>Grade 5</b>	90	100.0	8.4	49.4	21.7	20.5	42.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	93	100.0	7.7	54.9	24.2	13.2	37.4
	<b>Grade 4</b>	83	100.0	24.7	45.7	18.5	11.1	29.6
	<b>Grade 5</b>	77	100.0	13.2	47.4	21.1	18.4	39.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 507)				
First graders who attended full-day kindergarten	88.9%	N/C	100.0%	100.0%
Retention rate	2.1%	Down from 2.6%	2.5%	2.7%
Attendance rate	97.6%	Up from 96.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%		2.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%		2.6%	3.5%
Eligible for gifted and talented	19.9%	Up from 18.3%	21.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Down from 13.7%	7.7%	8.2%
Older than usual for grade	0.8%	Up from 0.4%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	73.0%	Down from 75.7%	53.8%	51.4%
Continuing contract teachers	75.7%	Down from 97.3%	90.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.9%	Down from 94.9%	88.5%	86.7%
Teacher attendance rate	94.5%	Down from 96.8%	95.1%	94.9%
Average teacher salary	\$43,243	Down 4.7%	\$42,043	\$40,760
Prof. development days/teacher	10.6 days	Up from 8.7 days	11.2 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 22.6 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.8%	Down from 92.6%	90.6%	90.0%
Dollars spent per pupil*	\$6,442	Up 2.5%	\$5,721	\$6,044
Percent of expenditures for teacher salaries*	71.4%	Up from 62.3%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"Embracing new opportunities" highlighted Ravenel Elementary School's vision for the 2003-04 school year. We believe that families and the community must be involved for our children to succeed so we offered numerous opportunities to build the connection from home to school. Our staff invited our families to join us as we opened our year with Back to School Night and continued with educational and political sessions for families, the PTO Fall Festival, the Holiday Chorus Program, Career Day, "Artists on the Green", Jump Rope for Heart, Mayfest, our annual Family Report Card Night and Family Math, Science and Writing Nights. Teachers frequently communicated with families by providing immediate access to their children's grades, teacher assignments, attendance, and discipline records. Receiving the 2003-04 SC Red Carpet Award fulfilled our goal as a family-friendly school.

Our staff embraced academic challenges by examining the 2002-03 PACT results, studying students' assessments through Curriculum Calibration analysis and by following the steps of Standards in Practice. These analyses indicated a need to enhance reading comprehension instructional techniques. To accelerate reading achievement for third, fourth, and fifth graders who were within five points of a PACT level, our staff grouped 88 students by their reading comprehension level so they could receive small group literacy circles instruction two days per week after school. During the school day, we offered Reading Recovery to sixteen first graders, Soar to Success reading instruction and literacy circles to 53 students in grades two through five. In February and March, the Measuring Academic Progress tests assessed all second through fifth graders' skills in language, math and reading. These tests indicated that our students were progressing well. To further enhance our instruction, we purchased twenty-six 29" televisions, eight digital cameras and a wireless, portable laptop computer lab that connects to the internet.

All these activities were designed for our families and staff to collaborate in educating our children. As we embraced new opportunities, we invested our best for our children's education.

Carolyn Harris, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	70	43
Percent satisfied with learning environment	97.1%	76.8%	93.0%
Percent satisfied with social and physical environment	97.1%	74.3%	86.0%
Percent satisfied with home-school relations	100.0%	80.9%	83.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.